

Academic Program Survey—High School Level

Essential Components	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score					
1. Instructional program	1.1 School/district provides state standards-aligned English/language arts textbooks in all classrooms for all students enrolled in 9 th and 10 th grade English/language arts courses.	<p>Full implementation means a standards map produced by the publisher demonstrates that the English texts are aligned to California State Standards and that all of the students in 9th and 10th grade English have the district-adopted textbooks. Appropriate materials, including intervention materials, are in daily use in every classroom by all students.</p> <p>▪ SBE Approved <u>Intervention Programs</u> for Reading/Language Arts include:</p> <ul style="list-style-type: none"> ◦ Glencoe/McGraw-Hill: <i>Sopris West Language!</i>, 2002 ◦ Hampton-Brown Company: <i>High Point EL</i>, 2001 ◦ Scholastic Inc.: <i>Scholastic Read 180</i>, 2002 ◦ SRA/McGraw-Hill: <i>SRA/Reach</i>, 2002 ◦ Wright Group/McGraw-Hill: <i>Fast Track Reading Program</i>, 2002 		Fully	Substantially	Partially	Minimally	
			1.1 LA	3	2	1	0	
			Comments:					
	1.2 School/district provides SBE-adopted reading/language arts intervention program texts for appropriate students.	<p>Full implementation means that the high school has adopted and distributed SBE-adopted textbooks for the Algebra I and remedial mathematics program. Appropriate materials are in daily use in every classroom by all students.</p> <p>SBE Approved Mathematics Program includes:</p> <ul style="list-style-type: none"> ◦ McDougal, Littell & Company: <i>Concepts and Skills, Structure and Method</i>, 2001 ◦ Prentice Hall: <i>Prentice Hall Pre-Algebra, CA Edition (7)</i> and <i>Prentice Hall Algebra I, CA Edition (8)</i>, 2002 		Fully	Substantially	Partially	Minimally	
			1.2 LA Intervention	3	2	1	0	
			Comments:					
	1.3 School/district provides SBE-adopted mathematics textbooks in all classrooms for all students enrolled in remedial mathematics and Algebra I courses.			Fully	Substantially	Partially	Minimally	
			1.3 Math	3	2	1	0	
			Comments:					
	Documentation			Additional Comments				
		Reading	Mathematics					
District Purchase Date:								
School Distribution Date:								
Classroom Distribution Date:								
Attach publisher PO documentation for sets of textbooks, the publishers' standards map for materials purchased, and the Board resolution of standards alignment.								

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2. Student access to high school standards-aligned core courses	<p>2.1 The school's master schedule and English/language arts course pacing schedules reflect effective use of instructional time and provide all students access to the English/language arts instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE.</p> <p>2.2 The school's master schedule and mathematics course pacing schedules reflect effective use of instructional time and provide all students access to the necessary mathematics courses and instruction needed to master the required skills to pass the related components on the CAHSEE and in Algebra I.</p>	Full implementation means that all students are placed in the courses needed to master the skills of the CAHSEE or are participating in interventions that are designed to give students the opportunity to master the skills required. This may include multiple class periods of English/language arts and/or mathematics. In addition, all teachers are using the course pacing schedules.		Fully	Substantially	Partially	Minimally	
			2.1 LA	3	2	1	0	
			Comments:					
				Fully	Substantially	Partially	Minimally	
			2.2 Math	3	2	1	0	
			Comments:					
	Attach Appropriate Documentations	Additional Comments						
	Master Schedule							
	Description of course content							
	Description of Intervention Programs							

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3. Principals' instructional leadership training	<p>3.1 The district provides the school's principal and vice principal(s) with AB 75 Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. The training features the district's adopted intervention program for reading/language arts.</p> <p>3.2 The district provides the school's principal and vice principal(s) with AB 75 Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. The training features the district's program for State Board-adopted Algebra I and locally adopted remedial mathematics program in use at their site.</p>	Full implementation means that the school's principal and at least one of the vice principals have completed AB 75 Module I Training (including 40 hours of training and 40 hours of practicum).		Fully	Substantially	Partially	Minimally
			3.1 AB 75 LA	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
			3.2 AB 75 Math	3	2	1	0
			Comments:				
	Documentation			Additional Comments			
		Reading	Mathematics				
	District AB 75 Completion Records:						
	Contracted Authorized Provider:						
	Dates of Offerings:						
	Attach appropriate documentation.						

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Essential Components	Objective	Criteria, Clarification, and Citations		Implementation Status—Circle the most appropriate score					
4. Teachers professional development opportunities	4.1 The district a. staffs most high school English and mathematics classrooms with fully credentialed teachers, and b. has a plan in place to have fully credentialed teachers in all classrooms within three years. 4.2 The school/district provides 9 th and 10 th grade English/language arts teachers with AB 466 training. 4.3 The school/district Algebra I mathematics teachers with professional development focused on SBE-adopted instructional materials for Algebra I (AB 466) and remedial mathematics teachers with Professional Development on the instructional materials at use at their site.	Full implementation means that all English and mathematics classrooms have fully credentialed teachers and that the district has a plan to recruit and retain fully credentialed teachers. Full implementation means that all of the school's 9 th and 10 th grade English/language arts teachers have completed AB 466 training (including the practicum). Full implementation means that all of the school's Algebra I mathematics teachers have completed AB 466 training (including the practicum) and remedial mathematics teachers have completed materials-based training, which may include AB 466 if appropriate, on the instructional materials in use at their site		Fully	Substantially	Partially	Minimally		
			4.1a Cred.	3	2	1	0	Comments:	
				Fully	Substantially	Partially	Minimally		
			4.1b Cred	3	2	1	0	Comments:	
				Fully	Substantially	Partially	Minimally		
			4.2 LA	3	2	1	0	Comments:	
				Fully	Substantially	Partially	Minimally		
			4.3 Math	3	2	1	0	Comments:	
				Fully	Substantially	Partially	Minimally		
				Documentation	Reading	Math	Additional Comments		
District AB 466 Completion Records:									
Contracted Authorized Provider:									
Dates of Offerings:									
Attach appropriate documentation.									

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Essential Components	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score				
5. Student achievement monitoring system	<p>5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks) to inform teachers and principals on student progress and effectiveness of instruction in 9th and 10th grade English/language arts classes. These assessments, usually referred to as curriculum-embedded, can be the tests that are included in the locally adopted English/language arts textbooks or may be tests based on textbooks. The purpose of these assessments is to help teachers and principals make decisions that will improve instruction and student achievement and provide a basis for the monitoring system.</p> <p>5.2 The school/district has a similar assessment and monitoring system for Algebra I and remedial mathematics courses.</p>	Full implementation means that all teachers are using curriculum-embedded assessments to regularly (e.g., every 6-8 weeks) determine student progress and to make instructional decisions for 9 th and 10 th grade English/language arts and Algebra I and remedial mathematics courses.		Fully	Substantially	Partially	Minimally
			5.1 LA	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
			5.2 Math	3	2	1	0
			Comments:				
	Documentation			Additional Comments			
		Reading	Mathematics				
	Examples of Curriculum-Embedded Assessments						
	Sample report of assessments at the following levels:						
	School:						
	Classroom:						
	Attach appropriate documents						

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Essential Components	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score					
6. Ongoing instructional assistance and support	<p>6.1 The school/district provides instructional assistance and support to teachers of English/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.</p> <p>6.2 The school/district provides instructional assistance and support to teachers of Algebra 1 and remedial mathematics. The possible options are the same as above with specialists in mathematics.</p>	Full implementation means that all 9 th and 10 th grade English/language arts and Algebra I and remedial mathematics teachers receive ongoing support offered by the school/district.		Fully	Substantially	Partially	Minimally	
			6.1 LA	3	2	1	0	
			Comments:					
				Fully	Substantially	Partially	Minimally	
			6.2 Math	3	2	1	0	
			Comments:					
	Documentation			Additional Comments				
		Reading	Mathematics					
	School plan for assistance and support to teachers							
	Attach appropriate documentation.							

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Essential Components	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score					
7. Teacher/department and subject matter collaboration	<p>7.1 The school/district facilitates and supports teacher department/subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data for the adopted programs in English/language arts.</p> <p>7.2 The school/district facilitates and supports teacher department/subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data, for the adopted programs in mathematics.</p>	Full implementation means that the principal or designee provides collaborative opportunities, on a regular and frequent basis, e.g., using curriculum-embedded assessment data, for English/language arts and mathematics teachers to focus on the use of curriculum-embedded assessment data, and data review to strengthen implementation of the adopted English/language arts and mathematics programs.		Fully	Substantially	Partially	Minimally	
			7.1 E/LA	3	2	1	0	
			Comments:					
				Fully	Substantially	Partially	Minimally	
			7.2 Math	3	2	1	0	
			Comments:					
	Documentation			Additional Comments				
		Reading	Mathematics					
	Frequency and average length of meetings:							
	Average attendance:							
	Dates of meetings:							
	Attach appropriate documentation.							

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Essential Components	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score				
8. Intervention programs for students below grade level	<p>8.1 School/district provides (a) SBE-adopted intervention programs, offered as a separate, extended-period class, for all students requiring intensive intervention in English/language arts, i.e., those who are unable to demonstrate proficiency in 6th grade standards, and (b) appropriate instructional strategies for those students requiring strategic intervention, i.e. students at or above the 6th grade reading/language arts standards but unable to pass the English/language arts portion of the CAHSEE.</p> <p>8.2 School/district provides (a) intervention programs offered as a separate, extended-period class, for all students requiring intensive intervention in mathematics, i.e., those who are unable to demonstrate proficiency in 7th grade mathematics standards, and (b) appropriate instructional strategies for those students who are unable to demonstrate proficiency in Algebra I and/or are at risk of failing the mathematics portion of the CAHSEE.</p>	<p>Full implementation means that the high school: 1) has used diagnostic tests to determine students who require intervention in reading/language arts and mathematics, 2) has a SBE-adopted intervention program for reading/language arts, 3) has distributed the materials to all intervention classrooms and participating students, and 4) has a remedial mathematics program in place for students at risk of failing the mathematics portion of the CAHSEE.</p> <p>▪ SBE Approved <u>Intervention Programs for Reading/Language Arts</u> include:</p> <ul style="list-style-type: none"> ○ Glencoe/McGraw-Hill: <i>Sopris West Language!</i>, 2002 ○ Hampton-Brown Company: <i>High Point EL</i>, 2001 ○ Scholastic Inc.: <i>Scholastic Read 180</i>, 2002 ○ SRA/McGraw-Hill: <i>SRA/Reach</i>, 2002 ○ Wright Group/McGraw-Hill: <i>Fast Track Reading Program</i>, 2002 		Fully	Substantially	Partially	Minimally
			8.1 LA	3	2	1	0
			Comments:				
				Fully	Substantially	Partially	Minimally
	8.2 Math	3	2	1	0		
Comments:							
	Documentation			Additional Comments			
		Reading	Mathematics				
	District Purchase Date:						
	School Distribution Date:						
	Classroom Distribution Date:						
	Attach publisher PO documentation for sets of classroom core materials and the publishers standards map for materials purchased.						

Academic Program Survey—High School Level

Essential Components	Objective	Criteria, Clarification, and Citations	Implementation Status—Circle the most appropriate score					
9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the English/language arts program goals in the school plan. 9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.	Full implementation means that all of the goals stated in the school plan for English/language arts and mathematics have the necessary funding to be successfully implemented (e.g., if obtaining coaches is a goal, there are funds dedicated first to purchase textbooks and instructional materials and then to pay for coaching services that support implementation of adopted materials).		Fully	Substantially	Partially	Minimally	
			9.1 LA	3	2	1	0	
			Comments:					
				Fully	Substantially	Partially	Minimally	
			9.2 Math	3	2	1	0	
			Comments:					
	Documentation			Additional Comments				
	Plan uses all revenues appropriately.	Reading/LA	Math					
	Attach appropriate documents.							